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# **Foreign Language Standards of Learning**

**for**

## **Virginia Public Schools**



**Board of Education  
Commonwealth of Virginia**

**February 2007**

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**Adopted in February 2007 by the  
Board of Education**

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# **Foreword**

The Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in February 2007 by the Virginia Board of Education, these standards emphasize the importance of foreign language instruction in the Commonwealth and, therefore, are an important part of Virginia's efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in a rapidly expanding global society. Knowledge and skills that students acquire in their foreign language classes will reinforce and expand their learning in other subject areas, enable them to interact effectively with others, and give them increased access to information across the world.

Reflecting a review of the previous standards adopted in June 2000, the Foreign Language Standards of Learning were developed through a series of public hearings and the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty. These persons assisted the Department of Education in developing and reviewing the draft documents.

Copies of the Foreign Language Standards of Learning have been distributed to public schools throughout Virginia for school divisions and teachers to use in developing curricula and lesson plans to support the standards. These standards state the end-of-course requirements in levels I through IV of French, German, Spanish, and Latin. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. There are also generic Modern Foreign Language Standards of Learning, levels I through IV, that may be adapted to other modern languages, including non-Roman-alphabet languages, such as Arabic, Chinese, Japanese, Korean, and Russian.

The Standards of Learning set reasonable targets and expectations for what students should know and be able to do by the end of each language course offered for a standard unit of credit. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study; therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary grades. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve the standards.

A major objective of Virginia's educational agenda is to give its citizens a program of public education that is among the best in the nation and that meets the needs of all young people in the Commonwealth. These Standards of Learning continue the process for achieving that objective.



# Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for each level of language learning in Virginia's secondary schools. Included are specific standards for levels I through IV of French, German, Spanish, and Latin, as well as generic standards adaptable for levels I through IV of other modern languages, including non-Roman-alphabet languages, such as Arabic, Chinese, Japanese, Korean, and Russian. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. In addition, a curriculum framework for American Sign Language has been developed for levels I through III and is published in a separate document.

Each level of the modern language standards is organized into seven content strands and contains a total of 10 to 12 standards that outline the knowledge, skills, and processes essential for language learning. Each level of the Latin standards is organized into six content strands and contains a total of seven or eight standards that focus on interpretation of text. Each standard is followed by two or more essential components of the standard. Examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students completing long-term, sequential foreign language programs in Virginia's secondary schools will be able to interact, within reasonable limits, with users of the language and understand their culture. The level of proficiency reached depends largely on the amount of contact with the target language; therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary schools. However, the ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study. Students should be encouraged to pursue opportunities beyond the normal classroom setting, including long-term contact with, or immersion in, the target language and culture(s), such as participation in the Virginia Governor's Foreign Language Academies.

The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. The standards do not comprise the curriculum for a given course or prescribe how the content should be taught. The concepts and structures for each level should be presented in a spiraling fashion that allows them to be reintroduced with increasing complexity at various stages of language development. In addition, local assessments designed to measure students' ability to use the target language should be aligned to local curricula and state standards.

Several terms that have particular significance within foreign language education are used throughout the document. Reference is frequently made to "culturally authentic materials," which are materials that have been created for and by native speakers of the language and that have been derived from the culture itself. In addition, because language courses are sequential, reference is made to "level-appropriate" linguistic elements, skills, or instructional materials. "Level-appropriate" means that the content, process, skill, or material described requires students to function at the level they have attained. For example, the same instructional resource, such as a culturally authentic text or video, may be used at various levels of instruction by simply matching the linguistic task assigned to the students with their level of language proficiency. "Cultural competence" refers to the appropriateness of a response within a social context.

## **Goals**

Achieving linguistic fluency and cultural understanding is a long-term endeavor, requiring experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

### **Effective Communication**

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

### **Enhanced Cultural Understanding**

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.
- Students will learn about other cultures' contributions to the world and how these contributions have shaped international perspectives.

### **Expanded Access to Information**

- Students will connect with other disciplines through foreign language study, enabling them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, giving them a greater range of resources and a richer base of knowledge.

### **Increased Global Perspective**

- Students will respond to and contribute to their communities and the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of foreign language study.

## **Strands**

The content of the Modern Foreign Language Standards of Learning is organized around the following seven essential strands (defined on the following pages) of language development and application:

- Person-to-Person Communication
- Listening and Reading for Understanding
- Oral and Written Presentation
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

## **Person-to-Person Communication**

The first strand focuses on the communicative skills needed to exchange information in the target language with another person. When demonstrating skills in the person-to-person strand, students demonstrate their ability to initiate, sustain, and close a conversation or an interactive written communication, such as an e-mail exchange.

## **Listening and Reading for Understanding**

The second strand consists of the communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken or written language, together with interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the skills involve understanding one-way communication with no opportunity for clarification through interaction.

## **Oral and Written Presentation**

The third strand centers around the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and, again, differ from the person-to-person strand in that students do not interact with the audience.

## **Cultural Perspectives, Practices, and Products**

Understanding the culture of native speakers of the target language is an integral part of learning any language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

## **Making Connections through Language**

Topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture(s) they are learning with concepts being studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

## **Cultural and Linguistic Comparisons**

The process of language learning causes students to reflect on their own culture and language in a way that increases their understanding of the nature of language in general and of elements of their own language and culture. As students become more knowledgeable about the target language, they increase their skills in their native language by making frequent comparisons between the target language and their own. The insight students develop into their own culture helps them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

## **Communication across Communities**

Knowledge of the target language and culture is enhanced when students have the opportunity to apply their skills and knowledge beyond the classroom setting. This application can take many forms, from corresponding with a native speaker of the language to visiting nearby sites where the language and culture are prominent. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by interacting with ethnic populations within the local community, establishing contacts with foreign-owned businesses that have offices and factories in many parts of the state, and using numerous resources available through the Internet and other media. Practical application of their language skills motivates students to continue their language study and develop a lifelong interest in participating in the global community.

For Latin language learning, six strands have been identified. The first two focus on the particular skills needed by students to read and interpret Latin texts, while the remaining four are common with the modern foreign language strands:

- Reading for Understanding
- Using Oral and Written Language for Understanding
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

### **Reading for Understanding**

The focus of a Latin program is the ability of students to derive cultural as well as linguistic information from a Latin text. Students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend basic Latin sentences and stories and are introduced as early as possible to authentic texts, such as graffiti from the Roman world or short philosophical statements of the ancient Romans.

### **Using Oral and Written Language for Understanding**

The ability of students to read a Latin text is facilitated through their active use of oral and written Latin. For many students, hearing the language and learning to use it orally enables them to read and understand Latin text more easily. As part of the language-learning process, students learn to ask and answer questions, comprehend spoken texts, and compose simple phrases and sentences in Latin. As students progress in their language study, attention shifts from writing the language to developing the ability to read Latin texts aloud with attention to meter and phrasing.

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**Modern  
Foreign Language  
Standards of  
Learning**

**for**  
**Virginia**  
**Public Schools**



# **Modern Foreign Language, Level I**

In level I foreign language courses, students begin to develop communicative competence in the target language and expand their understanding of the culture(s) of the people who speak the language.

Communicative competence is divided into three strands:

- Speaking and writing as an interactive process in which students learn to communicate with another speaker of the language
- Listening and reading as a receptive process in which students develop comprehension of the target language
- Speaking and writing in a presentational context in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of the target language in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning a modern foreign language is using the language in the real world beyond the classroom setting. This can be accomplished in a number of ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in the target language and in providing students the opportunity to interact with native speakers of the language.

## **Person-to-Person Communication**

- MFLI.1 The student will exchange simple spoken and written information in the target language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.
- MFLI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in the target language, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## **Listening and Reading for Understanding**

- MFLI.3 The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.
1. Identify main ideas and some details when listening and reading.
  2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
  3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

- MFLI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.
1. Differentiate among statements, questions, and exclamations.
  2. Use basic gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation**

- MFLI.5 The student will present information orally and in writing in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
  2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
  3. Demonstrate increasing attention to accurate intonation and pronunciation, especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.
- MFLI.6 The student will present rehearsed material in the target language, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- MFLI.7 The student will develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
1. Identify some viewpoints of the cultures, such as those relating to time, education, transportation, and the roles of family members.
  2. Identify some customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify some important historical and contemporary individuals associated with significant events from the cultures.
  4. Identify some products of the cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.
- MFLI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures.
  2. Identify major cities and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.

## **Making Connections through Language**

- MFLI.9 The student will connect information about the target language and culture(s) with concepts studied in other subject areas.
1. Give examples of the use of target-language vocabulary, phrases, proverbs, and symbols in other subject areas.
  2. Relate content from other subject areas to topics discussed in the target-language class, such as current events or contributions of important individuals from countries where the target language is spoken.

## **Cultural and Linguistic Comparisons**

- MFLI.10 The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those found in the cultures studied.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- MFLI.11 The student will compare basic elements of the target language to those of the English language.
1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
  2. Recognize basic sound distinctions and intonation patterns and their effect on the communication of meaning.

## **Communication across Communities**

- MFLI.12 The student will explore situations in which to apply target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the target language and the cultures studied evident in and through media, entertainment, and technology.
  2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the cultures studied.

# **Modern Foreign Language, Level II**

In level II foreign language courses, students continue to develop their communicative competence by interacting orally and in writing with other speakers of the target language, understanding oral and written messages in the language, and making oral and written presentations in the language. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of the target language in the classroom as well as on use of authentic materials to learn about the target culture(s).

## **Person-to-Person Communication**

- MFLII.1 The student will exchange spoken and written information and ideas in the target language.
1. Give and follow basic instructions.
  2. Ask questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- MFLII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time.
  2. Use simple paraphrasing and nonverbal behaviors to convey and comprehend messages.

## **Listening and Reading for Understanding**

- MFLII.3 The student will understand basic spoken and written target language presented through a variety of media and based on new topics in familiar contexts.
1. Understand main ideas and identify essential details when listening and reading.
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.
- MFLII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.

## **Oral and Written Presentation**

- MFLII.5 The student will present information orally and in writing in the target language, combining learned and original language in simple sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or nonprint materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation when speaking.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.
- MFLII.6 The student will present in the target language rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

## **Cultural Perspectives, Practices, and Products**

- MFLII.7 The student will demonstrate understanding of the perspectives, practices, and products of the cultures studied and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with the target cultures, such as those relating to business practices and the celebration of national holidays.
  3. Examine the influence of the geography of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

## **Making Connections through Language**

- MFLII.8 The student will use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the target language and cultures in other subject areas, such as the use of target-language words in the English language or the contributions of important individuals from countries where the target language is spoken.
  2. Compare and contrast information acquired in other subject areas to topics discussed in the target-language class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economy and geography of the countries where the target language is spoken.

## **Cultural and Linguistic Comparisons**

- MFLII.9 The student will demonstrate understanding of similarities and differences between the cultures studied and the cultures of the United States.
1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
  2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.

MFLII.10 The student will develop a deeper understanding of the English language through study of the target language.

1. Recognize critical sound distinctions and intonation patterns in the target language and English and their effect on the communication of meaning.
2. Compare vocabulary usage and structural patterns of the target language and English.
3. Compare the use of idiomatic expressions in the target language and English.

### **Communication across Communities**

MFLII.11 The student will apply target-language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Explain in the target language how the target language and culture(s) are evident in media, entertainment, and technology.
2. Use target-language resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural knowledge.

# **Modern Foreign Language, Level III**

In level III foreign language courses, students continue to develop their communicative competence by interacting orally and in writing with other speakers of the target language, understanding oral and written messages in the language, and making oral and written presentations in the language. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in the language and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in the target language topics related to historical and contemporary events and issues.

## **Person-to-Person Communication**

- MFLIII.1 The student will engage in original and spontaneous oral and written communications in the target language.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and nonprint target-language sources.
- MFLIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.
  3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate language.

## **Listening and Reading for Understanding**

- MFLIII.3 The student will comprehend spoken and written target language presented through a variety of media and based on new topics in familiar and unfamiliar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
  2. Understand culturally authentic materials that present new and familiar information.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.

## **Oral and Written Presentation**

- MFLIII.4 The student will present information orally and in writing in the target language, combining learned and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- MFLIII.5 The student will present in the target language student-created and culturally authentic stories, poems, and/or skits.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
  2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- MFLIII.6 The student will examine in the target language the interrelationships among the perspectives, practices, and products of the cultures studied.
1. Examine how and why products such as natural and manufactured items, the arts, forms of recreation and pastimes, language, and symbols reflect practices and perspectives of the cultures studied.
  2. Compare and contrast the viewpoints of people who speak the target language and the ways these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
  3. Investigate the role of geography in the history and development of the cultures studied.

### **Making Connections through Language**

- MFLIII.7 The student will use the target language to reinforce and broaden knowledge of connections between the target language and other subject areas.
1. Discuss in the target language aspects of the language and culture(s) found in other subject areas.
  2. Relate topics studied in other subject areas to those studied in the target-language class, such as issues related to the environment or the contributions of political, arts, or sports figures from countries where the target language is spoken.
  3. Use target-language resources to expand knowledge in other subject areas.

### **Cultural and Linguistic Comparisons**

- MFLIII.8 The student will discuss in the target language why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on the relationships between countries where the target language is spoken and the United States.
  2. Compare and contrast aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- MFLIII.9 The student will strengthen knowledge of the English language through study and analysis of increasingly complex elements of the target language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
  2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the target language.

## **Communication across Communities**

- MFLIII.10 The student will improve target-language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand target-language skills and cultural competence through the use of media, entertainment, and technology.
  2. Use target-language resources, such as individuals and organizations in the community or accessible through the Internet, to broaden cultural understanding.

# **Modern Foreign Language, Level IV**

In level IV and above foreign language courses, students continue to develop their communicative competence by interacting orally and in writing with other speakers of the language, understanding oral and written messages in the language, and making oral and written presentations in the language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the target language to access information in other subject areas and to compare and contrast cultural elements found in the countries where the target language is spoken with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

## **Person-to-Person Communication**

- MFLIV.1 The student will exchange information orally and in writing in the target language on a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions, and elicit those of others.
  2. Exchange personal reactions to spoken and written information related to the cultures studied.
  3. Exchange information from sources such as newspapers, magazines, broadcasts, and Web sites.
- MFLIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in the target language.
1. Use a full range of vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly, based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

## **Listening and Reading for Understanding**

- MFLIV.3 The student will comprehend spoken and written target language found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
  2. Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for completing a customs declaration or creating a Web page.

## **Oral and Written Presentation**

- MFLIV.4 The student will relate information in the target language, combining learned and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations containing well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- MFLIV.5 The student will present in the target language student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations, using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and nonverbal presentational techniques.

## **Cultural Perspectives, Practices, and Products**

- MFLIV.6 The student will analyze in the target language how various perspectives reflect the practices and products of the cultures studied.
1. Discuss how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures studied.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

## **Making Connections through Language**

- MFLIV.7 The student will demonstrate increased understanding of the connections between content studied in the target-language class and content studied in other subject areas.
1. Use the target language to discuss examples of the language and culture(s) found in other subject areas, focusing on a variety of topics such as political systems and world literature.
  2. Use the target language to relate topics discussed in other subject areas to those discussed in the target-language class, such as foreign authors and artists or political and historical events that involve countries where the target language is spoken.
  3. Use target-language resources to continue expanding knowledge related to other subject areas.

## **Cultural and Linguistic Comparisons**

- MFLIV.8 The student will use the target language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Discuss the role of culture in the development of relationships between the United States and countries where the target language is spoken.
  2. Analyze how members of the culture(s) studied perceive the United States.
  3. Examine local, regional, and national differences in the cultures of countries where the target language is spoken and the culture(s) of the United States.

MFLIV.9 The student will expand understanding of the English language through study and analysis of increasingly complex elements of the target language.

1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries where the target language is spoken and in the United States.
2. Compare linguistic elements of the target language and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships.

### **Communication across Communities**

MFLIV.10 The student will apply target language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Analyze in the target language information obtained through media, entertainment, and technology.
2. Use target-language resources, such as individuals and organizations in the community or accessible through the Internet, to enhance cultural understanding.

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# French I

In French I, students begin to develop communicative competence in French and expand their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands:

- Speaking and writing as an interactive process in which students learn to communicate with another French speaker
- Listening and reading as a receptive process in which students develop comprehension of French
- Speaking and writing in a presentational context in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of French in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning French is using the language in the real world beyond the classroom setting. This can be accomplished in a number of ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in French and in providing students the opportunity to interact with native French speakers.

## **Person-to-Person Communication**

- FI.1      The student will exchange simple spoken and written information in French.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.

- FI.2      The student will demonstrate skills necessary to sustain brief oral and written exchanges in French, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## **Listening and Reading for Understanding**

- FI.3      The student will understand simple spoken and written French presented through a variety of media and based on familiar topics.
1. Identify main ideas and some details when listening and reading.
  2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
  3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

- FI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in French.
1. Differentiate among statements, questions, and exclamations.
  2. Use basic gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation**

- FI.5 The student will present information orally and in writing in French, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
  2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
  3. Demonstrate increasing attention to accurate intonation and pronunciation, especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.
- FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- FI.7 The student will develop an awareness of perspectives, practices, and products of francophone cultures.
1. Identify some viewpoints of francophone cultures, such as those relating to time, education, transportation, and the roles of family members.
  2. Identify some customs and traditions of francophone cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify some important historical and contemporary individuals associated with significant events from francophone cultures.
  4. Identify some products of francophone cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.
- FI.8 The student will recognize that perspectives, practices, and products of francophone cultures are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.
  2. Identify major cities and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.

## **Making Connections through Language**

- FI.9 The student will connect information about the French language and francophone culture(s) with concepts studied in other subject areas.
1. Give examples of the use of French vocabulary, phrases, proverbs, and symbols in other subject areas.
  2. Relate content from other subject areas to topics discussed in French class, such as current events from francophone countries or the influence of French-speaking explorers and settlers on various regions of the United States.

## **Cultural and Linguistic Comparisons**

- FI.10 The student will demonstrate understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those of francophone societies.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- FI.11 The student will compare basic elements of the French language to those of the English language.
1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
  2. Recognize basic sound distinctions and intonation patterns and their effect on the communication of meaning.

## **Communication across Communities**

- FI.12 The student will explore situations in which to apply French language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the French language and the cultures of francophone countries evident in and through media, entertainment, and technology.
  2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the francophone world.

## **French II**

In French II, students continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of French in the classroom as well as on use of authentic materials to learn about francophone cultures.

### **Person-to-Person Communication**

- FII.1 The student will exchange spoken and written information and ideas in French.
1. Give and follow basic instructions.
  2. Ask questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- FII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in French, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time.
  2. Use simple paraphrasing and nonverbal behaviors to convey and comprehend messages.

### **Listening and Reading for Understanding**

- FII.3 The student will understand basic spoken and written French presented through a variety of media and based on new topics in familiar contexts.
1. Understand main ideas and identify essential details when listening and reading.
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.
- FII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in French.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.

### **Oral and Written Presentation**

- FII.5 The student will present information orally and in writing in French, combining learned and original language in simple sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or nonprint materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation when speaking.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

- FII.6 The student will present in French rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- FII.7 The student will demonstrate understanding of the perspectives, practices, and products of francophone cultures and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as those relating to business practices and the celebration of national holidays.
  3. Examine the influence of the geography of francophone countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

### **Making Connections through Language**

- FII.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the French language and francophone cultures in other subject areas, such as the use of French words in the English language or the contributions of important individuals from francophone countries.
  2. Compare and contrast information acquired in other subject areas to topics discussed in French class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economies and geography of francophone countries.

### **Cultural and Linguistic Comparisons**

- FII.9 The student will demonstrate understanding of cultural similarities and differences between the francophone world and the United States.
1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
  2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.
- FII.10 The student will develop a deeper understanding of the English language through study of French.
1. Recognize critical sound distinctions and intonation patterns in the French and English languages and their effect on the communication of meaning.
  2. Compare vocabulary usage and structural patterns of French and English.
  3. Compare the use of idiomatic expressions in French and English.

## **Communication across Communities**

- FII.11 The student will apply French language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Explain in French how the French language and francophone culture(s) are evident in media, entertainment, and technology.
  2. Use French-language resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural knowledge of the francophone world.

# **French III**

In French III, students continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in French and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in French topics related to historical and contemporary events and issues.

## **Person-to-Person Communication**

- FIII.1 The student will engage in original and spontaneous oral and written communications in French.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and nonprint French sources.
- FIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.
  3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate French.

## **Listening and Reading for Understanding**

- FIII.3 The student will comprehend spoken and written French presented through a variety of media and based on new topics in familiar and unfamiliar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
  2. Understand culturally authentic materials that present new and familiar information.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.

## **Oral and Written Presentation**

- FIII.4 The student will present information orally and in writing in French, combining learned and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

FIII.5 The student will present in French student-created and culturally authentic stories, poems, and/or skits.

1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and/or technological support.

### **Cultural Perspectives, Practices, and Products**

FIII.6 The student will examine in French the interrelationships among the perspectives, practices, and products of francophone cultures.

1. Examine how and why products such as natural and manufactured items, the arts, forms of recreation and pastimes, language, and symbols reflect practices and perspectives of francophone cultures.
2. Compare and contrast the viewpoints of francophone people and the ways these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
3. Investigate the role of geography in the history and development of francophone cultures.

### **Making Connections through Language**

FIII.7 The student will use French to reinforce and broaden knowledge of connections between French and other subject areas.

1. Discuss in French how aspects of the French language and francophone cultures are found in other subject areas.
2. Relate topics studied in other subject areas to those studied in French class, such as issues related to the environment or the contributions of political, arts, or sports figures from francophone countries.
3. Use French-language resources to expand knowledge in other subject areas.

### **Cultural and Linguistic Comparisons**

FIII.8 The student will discuss in French why similarities and differences exist within and among cultures.

1. Discuss the influences of historical and contemporary events and issues on the relationships between francophone countries and the United States.
2. Compare and contrast aspects of francophone cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

FIII.9 The student will strengthen knowledge of the English language through study and analysis of increasingly complex elements of the French language.

1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of French.

## **Communication across Communities**

- FIII.10 The student will improve French language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand French language skills and cultural competence through the use of media, entertainment, and technology.
  2. Use French-language resources, such as individuals and organizations in the community or accessible through the Internet, to broaden cultural understanding.

## **French IV**

In French IV, V, and above, students continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written French texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use French to access information in other subject areas and to compare and contrast cultural elements found in francophone countries with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

### **Person-to-Person Communication**

- FIV.1 The student will exchange information orally and in writing in French on a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions, and elicit those of others.
  2. Exchange personal reactions to spoken and written information related to francophone cultures.
  3. Exchange information from sources such as newspapers, magazines, broadcasts, and Web sites.
- FIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in French.
1. Use a full range of vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly, based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

### **Listening and Reading for Understanding**

- FIV.3 The student will comprehend spoken and written French found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
  2. Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for completing a customs declaration or creating a Web page.

## **Oral and Written Presentation**

- FIV.4 The student will relate information in French, combining learned and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations containing well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- FIV.5 The student will present in French student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations, using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and nonverbal presentational techniques.

## **Cultural Perspectives, Practices, and Products**

- FIV.6 The student will analyze in French how various perspectives reflect the practices and products of francophone cultures.
1. Discuss how topics such as the European Union and people of French heritage in the United States illustrate the viewpoints, patterns of behavior, and products of the cultures.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

## **Making Connections through Language**

- FIV.7 The student will demonstrate increased understanding of the connections between content studied in French class and content studied in other subject areas.
1. Use French to discuss examples of the French language and francophone culture(s) found in other subject areas, focusing on a variety of topics such as political systems and world literature.
  2. Use French to relate topics discussed in other subject areas to those discussed in French class, such as authors and artists from francophone countries or political and historical events that involve francophone countries.
  3. Use French-language resources to continue expanding knowledge related to other subject areas.

## **Cultural and Linguistic Comparisons**

- FIV.8 The student will discuss in level-appropriate French the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Discuss the role of culture in the development of relationships between the United States and francophone countries.
  2. Analyze how members of francophone cultures perceive the United States.
  3. Examine local, regional, and national differences in the cultures of francophone countries and the culture(s) of the United States.

FIV.9 The student will expand understanding of the English language through study and analysis of increasingly complex elements of the French language.

1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in francophone countries and in the United States.
2. Compare linguistic elements of French and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships, such as *depuis* + present tense and *passé composé* vs. *imparfait*.

### **Communication across Communities**

FIV.10 The student will apply French language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Analyze in French information obtained through media, entertainment, and technology.
2. Use French-language resources, such as individuals and organizations in the community or accessible through the Internet, to enhance cultural understanding.

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# **German I**

In German I, students begin to develop communicative competence in German and expand their understanding of the culture(s) of German-speaking countries. Communicative competence is divided into three strands:

- Speaking and writing as an interactive process in which students learn to communicate with another German speaker
- Listening and reading as a receptive process in which students develop comprehension of German
- Speaking and writing in a presentational context in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I German classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of German in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning German is using the language in the real world beyond the classroom setting. This can be accomplished in a number of ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in German and in providing students the opportunity to interact with native German speakers.

## **Person-to-Person Communication**

- GI.1      The student will exchange simple spoken and written information in German.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.
- GI.2      The student will demonstrate skills necessary to sustain brief oral and written exchanges in German, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## **Listening and Reading for Understanding**

- GI.3      The student will understand simple spoken and written German presented through a variety of media and based on familiar topics.
1. Identify main ideas and some details when listening and reading.
  2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
  3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

GI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in German.

1. Differentiate among statements, questions, and exclamations.
2. Use basic gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation**

GI.5 The student will present information orally and in writing in German, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
3. Demonstrate increasing attention to accurate intonation and pronunciation, especially when presenting prepared material orally.
4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

GI.6 The student will present rehearsed material in German, including brief narratives, monologues, dialogues, poetry, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

GI.7 The student will develop an awareness of perspectives, practices, and products of German-speaking cultures.

1. Identify some viewpoints of German-speaking cultures, such as those relating to time, education, transportation, and the roles of family members.
2. Identify some customs and traditions of German-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify some important historical and contemporary individuals associated with significant events from German-speaking cultures.
4. Identify some products of German-speaking cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.

GI.8 The student will recognize that perspectives, practices, and products of German-speaking cultures are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of German speakers, such as the concepts of *Schultüte*, *Stammtisch*, family celebrations, and typical foods, shape German-speaking cultures.
2. Identify major cities and geographical features in German-speaking countries and the reasons they are significant in the cultures of those countries.

## **Making Connections through Language**

- GI.9 The student will connect information about the German language and German-speaking culture(s) with concepts studied in other subject areas.
1. Give examples of the use of German vocabulary, phrases, proverbs, and symbols in other subject areas.
  2. Relate content from other subject areas to topics discussed in German class, such as current events from German-speaking countries or the influence of German-speaking settlers on various regions of the United States.

## **Cultural and Linguistic Comparisons**

- GI.10 The student will demonstrate understanding of the significance of culture through comparisons between German-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those of German-speaking societies.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- GI.11 The student will compare basic elements of the German language to those of the English language.
1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
  2. Recognize basic sound distinctions and intonation patterns and their effect on the communication of meaning.

## **Communication across Communities**

- GI.12 The student will explore situations in which to apply German language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the German language and the cultures of German-speaking countries evident in and through media, entertainment, and technology.
  2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the German-speaking world.

## **German II**

In German II, students continue to develop their communicative competence by interacting orally and in writing with other German speakers, understanding oral and written messages in German, and making oral and written presentations in German. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the German language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of German in the classroom as well as on use of authentic materials to learn about German-speaking cultures.

### **Person-to-Person Communication**

- GII.1 The student will exchange spoken and written information and ideas in German.
1. Give and follow basic instructions.
  2. Ask questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- GII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in German, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time.
  2. Use simple paraphrasing and nonverbal behaviors to convey and comprehend messages.

### **Listening and Reading for Understanding**

- GII.3 The student will understand basic spoken and written German presented through a variety of media and based on new topics in familiar contexts.
1. Understand main ideas and identify essential details when listening and reading.
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.
- GII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in German.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.

### **Oral and Written Presentation**

- GII.5 The student will present information orally and in writing in German, combining learned and original language in simple sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or nonprint materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation when speaking.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

- GII.6 The student will present in German rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- GII.7 The student will demonstrate understanding of the perspectives, practices, and products of German-speaking cultures and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with German-speaking cultures, such as those relating to business practices and the celebration of national holidays.
  3. Examine the influence of the geography of German-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

### **Making Connections through Language**

- GII.8 The student will use information acquired in the study of German and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the German language and German-speaking cultures in other subject areas, such as the use of German words in the English language or the contributions of important individuals from German-speaking countries.
  2. Compare and contrast information acquired in other subject areas to topics discussed in German class, such as the use of the metric system for measuring distance, volume, and weight or the impact of historical events on various regions of the world.

### **Cultural and Linguistic Comparisons**

- GII.9 The student will demonstrate understanding of cultural similarities and differences between the German-speaking world and the United States.
1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
  2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.
- GII.10 The student will develop a deeper understanding of the English language through study of German.
1. Recognize critical sound distinctions and intonation patterns in the German and English languages and their effect on the communication of meaning.
  2. Compare vocabulary usage and structural patterns of German and English.
  3. Compare the use of idiomatic expressions in German and English.

## **Communication across Communities**

- GII.11 The student will apply German language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Explain in German how the German language and German-speaking culture(s) are evident in media, entertainment, and technology.
  2. Use German-language resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural knowledge of the German-speaking world.

## **German III**

In German III, students continue to develop their communicative competence by interacting orally and in writing with other German speakers, understanding oral and written messages in German, and making oral and written presentations in German. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in German and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in German topics related to historical and contemporary events and issues.

### **Person-to-Person Communication**

- GIII.1 The student will engage in original and spontaneous oral and written communications in German.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and nonprint German sources.
- GIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in German, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.
  3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate German.

### **Listening and Reading for Understanding**

- GIII.3 The student will comprehend spoken and written German presented through a variety of media and based on new topics in familiar and unfamiliar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
  2. Understand culturally authentic materials that present new and familiar information.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.

### **Oral and Written Presentation**

- GIII.4 The student will present information orally and in writing in German, combining learned and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

GIII.5 The student will present in German student-created and culturally authentic stories, poems, and/or skits.

1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and/or technological support.

### **Cultural Perspectives, Practices, and Products**

GIII.6 The student will examine in German the interrelationships among the perspectives, practices, and products of German-speaking cultures.

1. Examine how and why products such as natural and manufactured items, the arts, forms of recreation and pastimes, language, and symbols reflect practices and perspectives of German-speaking cultures.
2. Compare and contrast the viewpoints of German-speaking people and the ways these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
3. Investigate the role of geography in the history and development of German-speaking cultures.

### **Making Connections through Language**

GIII.7 The student will use German to reinforce and broaden knowledge of connections between German and other subject areas.

1. Discuss in German how aspects of the German language and German-speaking cultures are found in other subject areas.
2. Relate topics studied in other subject areas to those studied in German class, such as issues related to the environment or the contributions of political, arts, or sports figures from German-speaking countries.
3. Use German-language resources to expand knowledge in other subject areas.

### **Cultural and Linguistic Comparisons**

GIII.8 The student will discuss in German why similarities and differences exist within and among cultures.

1. Discuss the influences of historical and contemporary events and issues on the relationships between German-speaking countries and the United States.
2. Compare and contrast aspects of German-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

GIII.9 The student will strengthen knowledge of the English language through study and analysis of increasingly complex elements of the German language.

1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of German.

## **Communication across Communities**

- GIII.10 The student will improve German language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand German language skills and cultural competence through the use of media, entertainment, and technology.
  2. Use German-language resources, such as individuals and organizations in the community or accessible through the Internet, to broaden cultural understanding.

## **German IV**

In German IV, V, and above, students continue to develop their communicative competence by interacting orally and in writing with other German speakers, understanding oral and written messages in German, and making oral and written presentations in German. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written German texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use German to access information in other subject areas and to compare and contrast cultural elements found in German-speaking countries with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

### **Person-to-Person Communication**

- GIV.1 The student will exchange information orally and in writing in German on a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions, and elicit those of others.
  2. Exchange personal reactions to spoken and written information related to German-speaking cultures.
  3. Exchange information from sources such as newspapers, magazines, broadcasts, and Web sites.
- GIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in German.
1. Use a full range of vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly, based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

### **Listening and Reading for Understanding**

- GIV.3 The student will comprehend spoken and written German found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
  2. Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for completing a customs declaration or creating a Web page.

## **Oral and Written Presentation**

- GIV.4 The student will relate information in German, combining learned and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations containing well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- GIV.5 The student will present in German student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations, using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and nonverbal presentational techniques.

## **Cultural Perspectives, Practices, and Products**

- GIV.6 The student will analyze in German how various perspectives reflect the practices and products of German-speaking cultures.
1. Discuss how topics such as the European Union and the environment illustrate the viewpoints, patterns of behavior, and products of the cultures.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

## **Making Connections through Language**

- GIV.7 The student will demonstrate increased understanding of the connections between content studied in German class and content studied in other subject areas.
1. Use German to discuss examples of the German language and German-speaking culture(s) found in other subject areas, focusing on a variety of topics such as political systems and world literature.
  2. Use German to relate topics discussed in other subject areas to those discussed in German class, such as authors and artists from German-speaking countries or political and historical events that involve German-speaking countries.
  3. Use German-language resources to continue expanding knowledge related to other subject areas.

## **Cultural and Linguistic Comparisons**

- GIV.8 The student will discuss in level-appropriate German the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Discuss the role of culture in the development of relationships between the United States and German-speaking countries.
  2. Analyze how members of German-speaking cultures perceive the United States.
  3. Examine local, regional, and national differences in the cultures of German-speaking countries and the culture(s) of the United States.

- GIV.9 The student will expand understanding of the English language through study and analysis of increasingly complex elements of the German language.
1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in German-speaking countries and in the United States.
  2. Compare linguistic elements of German and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships.

### **Communication across Communities**

- GIV.10 The student will apply German language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Analyze in German information obtained through media, entertainment, and technology.
  2. Use German-language resources, such as individuals and organizations in the community or accessible through the Internet, to enhance cultural understanding.

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# Spanish I

In Spanish I, students begin to develop communicative competence in Spanish and expand their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands:

- Speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker
- Listening and reading as a receptive process in which students develop comprehension of Spanish
- Speaking and writing in a presentational context in which students focus on organization of thoughts and awareness of their audience in delivering information.

In level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting. This can be accomplished in a number of ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in Spanish and in providing students the opportunity to interact with native Spanish speakers.

## **Person-to-Person Communication**

- SI.1      The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
  2. Express likes and dislikes, requests, descriptions, and directions.
  3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.

- SI.2      The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish, using familiar phrases and sentences.
1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.
  2. Use formal and informal forms of address in familiar situations.
  3. Use gestures and simple paraphrasing to convey and comprehend messages.

## **Listening and Reading for Understanding**

- SI.3      The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.
1. Identify main ideas and some details when listening and reading.
  2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.
  3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.

- SI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
  2. Use basic gestures, body language, and intonation to clarify the message.

### **Oral and Written Presentation**

- SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.
1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
  2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
  3. Demonstrate increasing attention to accurate intonation and pronunciation, especially when presenting prepared material orally.
  4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.
- SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- SI.7 The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the roles of family members.
  2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
  3. Identify some important historical and contemporary individuals associated with significant events from Spanish-speaking cultures.
  4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.
- SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that the viewpoints, customs and traditions, and products of Spanish speakers, such as the concepts of the extended family, a daughter's 15<sup>th</sup> birthday, and typical foods, shape Spanish-speaking cultures.
  2. Identify major cities and geographical features in Spanish-speaking countries and the reasons they are significant in the cultures of those countries.

## **Making Connections through Language**

- SI.9 The student will connect information about the Spanish language and Spanish-speaking culture(s) with concepts studied in other subject areas.
1. Give examples of the use of Spanish vocabulary, phrases, proverbs, and symbols in other subject areas.
  2. Relate content from other subject areas to topics discussed in Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

## **Cultural and Linguistic Comparisons**

- SI.10 The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction found in the United States with those of Spanish-speaking societies.
  2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
  3. Demonstrate an awareness of unique elements of the student's own culture.
- SI.11 The student will compare basic elements of the Spanish language to those of the English language.
1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.
  2. Recognize basic sound distinctions and intonation patterns and their effect on the communication of meaning.

## **Communication across Communities**

- SI.12 The student will explore situations in which to apply Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the Spanish language and the cultures of Spanish-speaking countries evident in and through media, entertainment, and technology.
  2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about the Spanish-speaking world.

## Spanish II

In Spanish II, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish-speaking cultures.

### Person-to-Person Communication

- SII.1 The student will exchange spoken and written information and ideas in Spanish.
1. Give and follow basic instructions.
  2. Ask questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- SII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future time.
  2. Use simple paraphrasing and nonverbal behaviors to convey and comprehend messages.

### Listening and Reading for Understanding

- SII.3 The student will understand basic spoken and written Spanish presented through a variety of media and based on new topics in familiar contexts.
1. Understand main ideas and identify essential details when listening and reading.
  2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.
  3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.
- SII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in Spanish.
1. Differentiate among increasingly complex statements, questions, and exclamations.
  2. Interpret gestures, body language, and intonation in order to clarify the message.

### Oral and Written Presentation

- SII.5 The student will present information orally and in writing in Spanish, combining learned and original language in simple sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or nonprint materials.
  2. Present information, using structures that reflect present, past, and future time.
  3. Demonstrate attention to accurate intonation and pronunciation when speaking.
  4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

- SII.6 The student will present in Spanish rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
  2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

### **Cultural Perspectives, Practices, and Products**

- SII.7 The student will demonstrate understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.
  2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as those relating to business practices and the celebration of national holidays.
  3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

### **Making Connections through Language**

- SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as the use of Spanish words in the English language or the contributions of important individuals from Spanish-speaking countries.
  2. Compare and contrast information acquired in other subject areas to topics discussed in Spanish class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economies and geography of Spanish-speaking countries.

### **Cultural and Linguistic Comparisons**

- SII.9 The student will demonstrate understanding of cultural similarities and differences between the Spanish-speaking world and the United States.
1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
  2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.
- SII.10 The student will develop a deeper understanding of the English language through study of Spanish.
1. Recognize critical sound distinctions and intonation patterns in the Spanish and English languages and their effect on the communication of meaning.
  2. Compare vocabulary usage and structural patterns of Spanish and English.
  3. Compare the use of idiomatic expressions in Spanish and English.

## **Communication across Communities**

- SII.11 The student will apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Explain in Spanish how the Spanish language and Spanish-speaking culture(s) are evident in media, entertainment, and technology.
  2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural knowledge of the Spanish-speaking world.

# Spanish III

In Spanish III, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in Spanish and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.

## **Person-to-Person Communication**

- SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express own opinions, preferences, and desires, and elicit those of others.
  2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and nonprint Spanish sources.
- SIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
  2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.
  3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.

## **Listening and Reading for Understanding**

- SIII.3 The student will comprehend spoken and written Spanish presented through a variety of media and based on new topics in familiar and unfamiliar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, reports, and literary selections.
  2. Understand culturally authentic materials that present new and familiar information.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for understanding travel schedules or using technology.

## **Oral and Written Presentation**

- SIII.4 The student will present information orally and in writing in Spanish, combining learned and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
  2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

SIII.5 The student will present in Spanish student-created and culturally authentic stories, poems, and/or skits.

1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
2. Use appropriate verbal and nonverbal presentational techniques, including visual aids and/or technological support.

### **Cultural Perspectives, Practices, and Products**

SIII.6 The student will examine in Spanish the interrelationships among the perspectives, practices, and products of Spanish-speaking cultures.

1. Examine how and why products such as natural and manufactured items, the arts, forms of recreation and pastimes, language, and symbols reflect practices and perspectives of Spanish-speaking cultures.
2. Compare and contrast the viewpoints of Spanish-speaking people and the ways these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
3. Investigate the role of geography in the history and development of Spanish-speaking cultures.

### **Making Connections through Language**

SIII.7 The student will use Spanish to reinforce and broaden knowledge of connections between Spanish and other subject areas.

1. Discuss in Spanish how aspects of the Spanish language and Spanish-speaking cultures are found in other subject areas.
2. Relate topics studied in other subject areas to those studied in Spanish class, such as contributions of political, arts, or sports figures from Spanish-speaking countries.
3. Use Spanish-language resources to expand knowledge in other subject areas.

### **Cultural and Linguistic Comparisons**

SIII.8 The student will discuss in Spanish why similarities and differences exist within and among cultures.

1. Discuss the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
2. Compare and contrast aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

SIII.9 The student will strengthen knowledge of the English language through study and analysis of increasingly complex elements of the Spanish language.

1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of Spanish.

## **Communication across Communities**

- SIII.10 The student will improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Spanish language skills and cultural competence through the use of media, entertainment, and technology.
  2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to broaden cultural understanding.

## **Spanish IV**

In Spanish IV, V, and above, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

### **Person-to-Person Communication**

- SIV.1 The student will exchange information orally and in writing in Spanish on a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions, and elicit those of others.
  2. Exchange personal reactions to spoken and written information related to Spanish-speaking cultures.
  3. Exchange information from sources such as newspapers, magazines, broadcasts, and Web sites.
- SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.
1. Use a full range of vocabulary, structures, and past, present, and future time frames.
  2. Exchange ideas clearly, based on level-appropriate material.
  3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas.

### **Listening and Reading for Understanding**

- SIV.3 The student will comprehend spoken and written Spanish found in a variety of authentic sources.
1. Identify various literary elements, such as plot, theme, setting, and characters, in spoken and written texts.
  2. Understand subtleties of meaning, such as intent, humor, and tone, in a variety of culturally authentic materials, such as radio and television segments or literary passages.
  3. Understand and respond appropriately to instructions presented in informational materials, such as instructions for completing a customs declaration or creating a Web page.

## **Oral and Written Presentation**

- SIV.4 The student will relate information in Spanish, combining learned and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations containing well-developed ideas on a variety of topics, using familiar vocabulary and language structures and with minimal errors in spelling, punctuation, and pronunciation.
  2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- SIV.5 The student will present in Spanish student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations, using appropriate visual aids and/or technological support.
  2. Use appropriate verbal and nonverbal presentational techniques.

## **Cultural Perspectives, Practices, and Products**

- SIV.6 The student will analyze in Spanish how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures.
  2. Engage in authentic or simulated situations that demonstrate understanding of culturally appropriate practices.

## **Making Connections through Language**

- SIV.7 The student will demonstrate increased understanding of the connections between content studied in Spanish class and content studied in other subject areas.
1. Use Spanish to discuss examples of the Spanish language and Spanish-speaking culture(s) found in other subject areas, focusing on a variety of topics such as political systems and world literature.
  2. Use Spanish to relate topics discussed in other subject areas to those discussed in Spanish class, such as authors and artists from Spanish-speaking countries or political and historical events that involve Spanish-speaking countries.
  3. Use Spanish-language resources to continue expanding knowledge related to other subject areas.

## **Cultural and Linguistic Comparisons**

- SIV.8 The student will discuss in level-appropriate Spanish the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. Discuss the role of culture in the development of relationships between the United States and Spanish-speaking countries.
  2. Analyze how members of Spanish-speaking cultures perceive the United States.
  3. Examine local, regional, and national differences in the cultures of Spanish-speaking countries and the culture(s) of the United States.

- SIV.9 The student will expand understanding of the English language through study and analysis of increasingly complex elements of the Spanish language.
1. Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in Spanish-speaking countries and in the United States.
  2. Compare linguistic elements of Spanish and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express these relationships, such as *hacer* + present tense and *pretérito* vs. *imperfecto*.

### **Communication across Communities**

- SIV.10 The student will apply Spanish language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Analyze in Spanish information obtained through media, entertainment, and technology.
  2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to enhance cultural understanding.

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Public Schools



# **Latin I**

In Latin I, students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. The first strand of the Latin Standards of Learning focuses on interpretation of texts because the focus is on comprehension rather than person-to-person communication. To support the development of reading skills, students learn to use Latin orally, understand oral Latin, and write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of the daily lives of Roman people. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Greco-Roman civilization in their own world. Through their understanding of the structures and vocabulary of the Latin language, students enhance their understanding of these same linguistic elements of English.

## **Reading for Understanding**

- LI.1 The student will understand simple written Latin texts about a variety of topics.
1. Read words, phrases, simple sentences, and short passages, and associate them with visual representations.
  2. Demonstrate reading comprehension by answering simple questions about Latin passages.
  3. Demonstrate knowledge of basic Latin vocabulary, inflections, and syntax.

## **Using Oral and Written Language for Understanding**

- LI.2 The student will use Latin orally and listen to and write Latin as part of the language-learning process.
1. Recognize and reproduce the sounds of Latin vowels, consonants, and diphthongs.
  2. Initiate and respond appropriately to simple oral and written questions, statements, and commands.
  3. Compose simple Latin phrases and sentences.

## **Cultural Perspectives, Practices, and Products**

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
1. Identify practices in Roman life, such as those related to family, education, occupations, mythology, and social structure.
  2. Examine products of the Romans, such as food, clothing, buildings, and art.
  3. Locate major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
  4. Identify important historical and legendary figures and events, such as Romulus, the founding of Rome, and the three periods of Roman history.
  5. Participate in simulated cultural activities, such as family celebrations, banquets, and festivals.

- LI.4 The student will recognize that perspectives, practices, and products of Roman culture are interrelated.
1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as the toga as the symbol of Roman citizenship.
  2. Examine ways geography and history influenced practices and perspectives of the Romans, such as the founding of Rome near the Tiber River.

### **Making Connections through Language**

- LI.5 The student will connect information about the Latin language and Roman culture with concepts studied in other subject areas.
1. Give examples of the use of Latin vocabulary, numerals, mottoes, phrases, and symbols in other subject areas.
  2. Relate current events and content from other subject areas to topics discussed in Latin class, such as Greco-Roman mythology and the influence of geography, history, art, and architecture.

### **Cultural and Linguistic Comparisons**

- LI.6 The student will demonstrate understanding of the significance of culture through comparisons between Roman culture and the cultures of the United States.
1. Compare and contrast elements of Roman and American cultures, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
  2. Demonstrate an awareness of unique elements of the student's own culture.
- LI.7 The student will compare basic elements of the Latin language to those of the English language.
1. Recognize that the basic language patterns of Latin may differ significantly from those of English.
  2. Interpret the Latin roots, prefixes, and suffixes that appear in English words.
  3. Compare and contrast the sound systems of Latin and English.

### **Communication across Communities**

- LI.8 The student will explore situations in which to apply Latin language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the Latin language and classical Roman culture evident in media, entertainment, and occupations.
  2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to gain information about classical Roman culture.

## **Latin II**

In Latin II, students develop the ability to comprehend written Latin texts with more complex linguistic structures. The first strand of the Latin Standards of Learning focuses on interpretation of texts because the focus is on comprehension rather than person-to-person communication. Students understand adapted and/or authentic Latin from original sources. To support the development of reading skills, students continue to use and understand some oral Latin and write simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in areas such as Roman architecture, art, and history. Students compare these cultural and historical elements to their own culture and find examples of the influence of Greco-Roman cultures in their own world. They also compare the effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and art.

### **Reading for Understanding**

- LII.1 The student will understand written Latin texts based on various topics.
1. Read for information.
  2. Recognize the difference between giving literal meaning and paraphrasing.
  3. Demonstrate expanded knowledge of vocabulary and recognition of additional syntactical structures essential to comprehension.

### **Using Oral and Written Language for Understanding**

- LII.2 The student will continue to use Latin orally and listen to and write Latin as part of the language-learning process.
1. Read Latin aloud with consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
  2. Initiate and respond appropriately to oral and written questions, statements, and commands.
  3. Compose Latin sentences with expanded vocabulary and structures.

### **Cultural Perspectives, Practices, and Products**

- LII.3 The student will demonstrate understanding of the perspectives, practices, and products of Roman culture and the ways these cultural aspects are interrelated.
1. Describe cultural characteristics and behaviors of the Romans, such as marriage and funeral customs, leisure activities, games, entertainment, and meals.
  2. Examine the influence of legendary and historical figures and/or events, such as Cincinnatus, Horatius, and the expulsion of the kings, on Roman perspectives.
  3. Examine the ways geography, history, and major cities, such as Carthage and the Punic Wars, and Athens and Greek culture, influenced the practices and perspectives of the Romans.
  4. Demonstrate knowledge of the architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.
  5. Examine important myths of Greco-Roman origin, such as Ulysses and craftiness, and Mars as patron god of Rome, and their influence on Roman perspectives.
  6. Participate in simulated cultural activities, such as family celebrations, sports and entertainment, and festivals.

## **Making Connections through Language**

- LII.4 The student will use information acquired in the study of Latin and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Latin language and Roman culture in other subject areas, such as the contributions of Roman architects to the world.
  2. Compare and contrast information acquired in other subject areas to topics discussed in Latin class, such as people and events of the Roman world.

## **Cultural and Linguistic Comparisons**

- LII.5 The student will demonstrate understanding of cultural similarities and differences between the Roman world and the United States.
1. Compare and contrast traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.
  2. Compare and contrast the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.
  3. Compare and contrast the effects of the geography of the ancient Roman world and of the United States on aspects of culture, such as food, dwellings, clothing, and art.
- LII.6 The student will develop a deeper understanding of the English language through study of the Latin language.
1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their English derivatives.
  2. Compare and contrast structural patterns of Latin and English.
  3. Compare the use of idiomatic expressions in Latin and English.

## **Communication across Communities**

- LII.7 The student will apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. Present examples of the Latin language and Greco-Roman culture evident in media, entertainment, and occupations.
  2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural understanding of the Greco-Roman world.

## **Latin III**

In Latin III, students develop the ability to comprehend authentic Latin texts with complex linguistic structures. The first strand of the Latin Standards of Learning focuses on interpretation of texts because the focus is on comprehension rather than person-to-person communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Greco-Roman perspectives and practices. They examine the Roman political system, the multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to similar aspects of United States politics, culture, geography, and history.

### **Reading for Understanding**

- LIII.1 The student will comprehend and interpret adapted and authentic Latin texts based on a variety of topics.
1. Read for information.
  2. Interpret increasingly complex language structures, and expand vocabulary.
  3. Recognize figures of speech and stylistic features of Latin authors and texts.
  4. Identify social, political, and historical implications of the work(s) read.

### **Using Oral and Written Language for Understanding**

- LIII.2 The student will increase skills in using and interpreting Latin orally.
1. Read adapted and authentic Latin aloud with consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
  2. Comprehend oral Latin presented through a variety of media.

### **Cultural Perspectives, Practices, and Products**

- LIII.3 The student will examine the interrelationships among the perspectives, practices, and products of Greco-Roman civilization.
1. Understand that literary and nonliterary products reflect practices and perspectives of the Greco-Roman world.
  2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of Greco-Roman perspectives and practices.
  3. Examine the role of geography and the military in the history and development of the Greco-Roman world.
  4. Examine the effect of Roman political and social systems on private and public life.
  5. Analyze the multicultural aspect of the Greco-Roman world—for example, Cleopatra and Egypt, the Jews and Masada, Vercingetorix and Gaul—and its effect on the perspectives and practices of the Romans.

## **Making Connections through Language**

- LIII.4 The student will reinforce and broaden knowledge of connections between Latin and other subject areas.
1. Present aspects of Greco-Roman cultures that are also found in modern cultures, such as art, architecture, and language.
  2. Relate topics studied in other subject areas to those studied in Latin class, such as the use of Latin words in scientific and legal terminology or the importance of archaeology as a tool for reconstructing the past.

## **Cultural and Linguistic Comparisons**

- LIII.5 The student will discuss why similarities and differences exist within and among cultures.
1. Compare and contrast aspects of Greco-Roman culture, such as military conquests, diverse social and political systems, and economies, with similar aspects of other cultures.
  2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States.
- LIII.6 The student will strengthen knowledge of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
1. Recognize that Latin and English do not share a word-for-word correspondence.
  2. Apply principles of word building and analysis.
  3. Analyze the structure of English by applying knowledge of linguistic concepts and terminology, such as subjunctive uses, indirect discourse, and verbals, acquired through the study of Latin.

## **Communication across Communities**

- LIII.7 The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and occupations.
  2. Use resources, such as individuals, museums, and organizations in the community or accessible through the Internet, to broaden cultural understanding.

## **Latin IV**

In Latin IV, V, and above, students interpret and analyze authentic Latin in a variety of genres. The first strand of the Latin Standards of Learning focuses on interpretation of texts because the focus is on comprehension rather than person-to-person communication. Students analyze the effects of stylistic features, such as figures of speech, word choice, and meter, on an author's work. They expand their knowledge of the perspectives and practices of Greco-Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and architecture. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

### **Reading for Understanding**

- LIV.1 The student will interpret and analyze authentic Latin texts in selected genres.
1. Interpret and explain the content and intent of the texts read.
  2. Analyze and evaluate the effects of stylistic features, such as figures of speech, word choice and order, and meter, on the texts read.
  3. Discuss and analyze the social, political, and historical implications of the texts read.

### **Using Oral and Written Language for Understanding**

- LIV.2 The student will refine skills in using and interpreting Latin orally.
1. Read authentic Latin aloud with consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
  2. Identify elements of rhythm, meter, and rhetorical devices presented orally through a variety of media.

### **Cultural Perspectives, Practices, and Products**

- LIV.3 The student will discuss how various perspectives reflect the practices and products of the Greco-Roman world.
1. Analyze perspectives and practices of Greco-Roman culture in literature, including evidence of philosophy, religion, mythology, and personal conduct.
  2. Summarize ways in which the progression of events in Roman history affected the perspectives, practices, and products of the Greco-Roman world.

### **Making Connections through Language**

- LIV.4 The student will demonstrate increased understanding of the connections between content studied in Latin class and content studied in other subject areas.
1. Present aspects of Latin language and Greco-Roman culture found in other subject areas, such as legal and political systems and world literature.
  2. Relate topics discussed in other subject areas to those discussed in Latin class, such as the importance of Roman law as a foundation for modern law, philosophy, and governmental administration.

## **Cultural and Linguistic Comparisons**

- LIV.5 The student will discuss the social, economic, political, and artistic influences of the Greco-Roman world on the modern global community.
1. Make comparisons and draw conclusions about the influences of Greco-Roman culture on subsequent art, architecture, music, and literature.
  2. Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
  3. Explain how the Roman view of public and private life has influenced modern world views.
- LIV.6 The student will expand understanding of the English language through analysis of complex linguistic and syntactical elements of the Latin language.
1. Increase English vocabulary by comparing Latin and English words and applying the principles of word building and analysis.
  2. Analyze the structure of English by applying more complex grammatical concepts and linguistic terminology, such as conditional sentences and figures of speech, acquired through the study of Latin.

## **Communication across Communities**

- LIV.7 The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss applications of Latin and Greco-Roman culture found in media, entertainment, and occupations.
  2. Use resources, such as individuals and organizations in the community or accessible through the Internet, to enhance cultural understanding.





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